U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Ms. Victoria Christie

Official School Name: Hamlin Street Elementary School

School Mailing Address:
22627 Hamlin Street
West Hills, CA 91307-3603

County: Los Angeles State School Code Number*: 6017438

Telephone: (818) 348-4741 Fax: (818) 348-3506

Web site/URL: www.lausd.net E-mail: vchristi@lausd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Ramon Cortines

District Name: Los Angeles Unified Schools Tel: (818) 654-3600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Monica Garcia

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

436	Elementary schools
74	Middle schools
	Junior high schools
64	High schools
303	Other
877	**TOTAL**

2. District Per Pupil Expenditure: 6025

   Average State Per Pupil Expenditure: 8117

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 4 Number of years the principal has been in her/his position at this school.

   ___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	17	7	24	**7**			0
K	39	32	71	**8**			0
1	32	37	69	**9**			0
2	23	28	51	**10**			0
3	17	31	48	**11**			0
4	30	32	62	**12**			0
5	22	33	55	**Other**			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					380

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
10	% Asian
11	% Black or African American
41	% Hispanic or Latino
4	% Native Hawaiian or Other Pacific Islander
33	% White
	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 30 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	37
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	69
(3)	Total of all transferred students [sum of rows (1) and (2)].	106
(4)	Total number of students in the school as of October 1.	352
(5)	Total transferred students in row (3) divided by total students in row (4).	0.301
(6)	Amount in row (5) multiplied by 100.	30.114

8. Limited English proficient students in the school: 20 %

Total number limited English proficient 75

Number of languages represented: 15
Specify languages:

Armenian, Korean, Farsi, Philipino, Russian, Spanish, Arabic, Turkish, Thai, Pashto, Hindi, Urdu, Vietnamese, Hebrew, Punjabi

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 175

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 24 %

Total Number of Students Served: 92

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

10	Autism	0	Orthopedic Impairment
0	Deafness	9	Other Health Impaired
0	Deaf-Blindness	15	Specific Learning Disability
0	Emotional Disturbance	7	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
23	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities	26	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	19	0
Special resource teachers/specialists	1	0
Paraprofessionals	8	7
Support staff	3	4
Total number	33	11

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **19 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	95%	95%	95%
Daily teacher attendance	95%	94%	95%	95%	96%
Teacher turnover rate	10%	5%	0%	5%	10%

Please provide all explanations below.

During the 2006-2007 school year we had a teacher who was out for an extended time due to surgery.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Hamlin Street School's Mission is to provide a learning environment that meets the needs of our diverse student population. We will develop critical thinking skills, utilize technology, and emphasize discovery based learning to promote the development of independent life long learners. We believe that all students are capable of reaching their fullest potential when we work together as a professional learning community. We believe that all students should have equal access to education through a learning program incorporating a variety of teaching strategies, methods, and materials that include technology. We believe in fostering personal accountability, self-esteem, respect for others, and a strong spirit of community. We believe in promoting collaboration and encouraging continued growth through professional development and parent education of our entire learning community. We believe in promoting parental involvement and collaboration through our Parent Involvement Policy, our School-Parent–Student Compact, home/school communication, volunteer programs, council meetings, PTA, and through the Parent Center.

At Hamlin Street School, these beliefs are not just empty words, but rather they are guiding principles that remind us to always keep high expectations for our students and for ourselves.

At Hamlin Street School, the focus is on student achievement and the entire school takes pride in its achievements. What makes this school so unique and so successful? It really begins and ends with the amazing teaching staff, but more on that in upcoming paragraphs.

First, some background information about the community and the type of students Hamlin has the privilege to serve. Hamlin Street School is located in a mostly middle class neighborhood in the west San Fernando Valley, a suburb of Los Angeles. Although the school itself is located in a neighborhood of well kept single family homes, it is a Title 1 school, with forty-six percent of students qualifying for free or reduced lunch tickets. A growing number of our students share their homes with other families and many of our families live in near-by apartment complexes. Hamlin is made up of twenty-one percent English Language Learners with a total of fifteen different languages represented. Forty-one percent of students are of Hispanic origin; thirty-three percent are white, which includes a growing Indian population; eleven percent are Black or African American; and ten percent are Asian. Twenty-six percent of students receive special education services. During the 2007-2008 school year we had a student turnover, or mobility rate of thirty percent.

At Hamlin we stress the Six Pillars of Character: Trustworthiness, Respect for Others, Responsibility, Fairness, Caring, and Citizenship. Every month we focus on one pillar or on an aspect of a pillar and we weave this character education across the curriculum. We have several award programs to recognize students who demonstrate the Pillars of Character, including Caught Doing Good and Citizen of the Month awards.

We continue to reach out to our community for increased parental involvement. We have a monthly newsletter, the Hamlin Herald, which includes a Message from the Principal and provides families with important reminders and updates. We also use an automated telephone system to deliver information to our families. We have monthly council meetings, an annual talent show, a Bring Your Family to Lunch Day, monthly or bimonthly parent education programs sponsored by our Parent Center, Jazz Night, Snuggle Up and Read Night, Family Movie Nights, and other family events.

When a visitor arrives at Hamlin, one of the first things he or she will notice is the cohesiveness of the staff. Our teachers plan together and truly support each other. Our grade level meetings are extremely effective because our teachers respect one another and they feel comfortable discussing both their successes and their areas of need. The staff stays focused on instruction and on providing a differentiated program to meet the needs of all their students. Our teachers have raised the API score from 774 in 2003 to our present 887. We have been honored as a High Achieving Title 1 school for six consecutive years. In 2008, we were eligible to apply to be a California Distinguished School.

You now have a snapshot of what makes Hamlin Elementary such a unique and successful place, worthy of Blue Ribbon School status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In the following paragraphs will describe the trends we see in our data. Any significant gains and losses will also be examined as well as any other items which might be considered noteworthy.

The following is an explanation of the California state performance levels for the California Standards Test. The state recognizes five levels: Far Below Basic (scores ranging between 0 and 247), Below Basic (scores ranging between 248 and 299), Basic (scores ranging between 300 and 349), Proficient (scores ranging between 350 and 429), and Advanced (scores above 430). In order to "meet the standard" a student must score in the Proficient or Advanced categories. More information can be found on the California Department of Education web site at http://star.cde.ca.gov/.

Second grade saw the percent of students scoring proficient and advanced jump from 57% in 2004 to 81% in 2008 in English Language Arts (ELA) and from 69% to 91% in Math. Noteworthy is the rise in percent of Economic Disadvantaged Students scoring Proficient and Advanced, from 45% in English Language Arts in 2004 to 69% in 2008 and Math moving from 59% to 94%. Hispanic students also made enormous gains in English Language Arts, moving from 57% proficient or advanced to 71% between 2004 and 2008.

Third Grade saw the percent of students scoring proficient and advanced jump from 41% in 2004 to 67% in 2008 in ELA and from 57% to 87% in Math. Noteworthy is, again, the percent of Economic Disadvantaged Students scoring Proficient and Advanced, moving from 28% to 61% in ELA and from 48% to 81% in 2008. English Only students moved from 47% to 82% in ELA and from 60% to 95% in Math. Also noteworthy is the rise in scores for boys, which moved from 40% to 67% in ELA and from 56% to 92% in Math. Girls moved from 45% to 72% in ELA and from 59% to 83% in math. Hispanic scores moved from 14% in 2005 to 55 % in ELA and from 39% to 75% in Math.

Fourth Grade saw the percent of students scoring proficient and advanced jump from 37% in 2004 to 68% in 2008 in ELA and from 58% to 80% in Math. Our Economically Disadvantaged Students scores are again noteworthy, moving from 28% proficient or advanced in 2004 to 52% in ELA and from 48% to 68% in Math. African American students moved from 31% proficient or advanced in 2005 to 70% in 2008 in ELA and from 46% to 90% in Math. Boys made huge gains, moving from 39% proficient or advanced in 2004 to 67% in 2008 in ELA and girls went from 36% to 69% in ELA and from 42% to 80% in Math.

Fifth Grade continues these trends and saw the over all scores go from 48% proficient or advanced in ELA to 56% between 2004 and 2008 and from 36% to 71% in Math. Hispanic students went from 29% in 2005 to 54% in ELA, from 50% to 66% in Math and from 6% to 63% in science. Girls moved from 26% proficient or advanced in 2004 to 87% in 2008 and from 18% to 73% in science.

2. **Using Assessment Results:**

We use several types of assessment data to inform our instruction. The California Standard Test data is analyzed at the beginning of the school year to determine where our strengths and weaknesses are on four different levels: school wide, at individual grade levels, as individual teachers, and also as it applies to each student. We look for trends in our overall scores, as well as trends in our significant subgroups, such as our Hispanic, African American, English Language Learners, and Economically Disadvantaged. As we analyze our CST data, we decide what our school wide focuses for Professional Development we will be, what each grade level focus will be, and we will also discuss what each individual teacher sees as his/her strengths and areas of weakness.

Based on our data analysis, we have chosen writing as an area of focus and we have developed Professional Development around this focus. We also systematically use the CST data to guide our intervention programs. We plan intervention activities which will move students from Far Below Basic, Below Basic and Basic to Proficient and Advanced.

We also use our other periodic assessments in English Language Arts, which is given every six weeks, and Math, which is given quarterly, to inform our instruction. At grade level meetings we systematically analyze the data, discuss student progress, and plan instruction around the results. We use the data to help us identify and understand which standards and which students need "another scoop" of instruction and we plan lessons and activities to address those areas. As we meet weekly, we continue to analyze the effectiveness of the intervention and, based on student need, we reevaluate our course of action.

3. **Communicating Assessment Results:**

Our CST data and our other periodic assessment data is systematically shared with parents. The state of California mails parents the CST data in August. At parent conferences early in the school year, teachers go over the CST data and, together, they identify the child's strengths and weaknesses. Teachers and parents create an intervention plan to address the students' specific needs. Parents are kept informed as the school year progresses and they receive the results of the ELA and Math periodic assessments along with an explanation of the results. Parents are encouraged to contact the teacher with any questions or concerns they may have. Teachers keep parents informed through phone calls and notes sent home.

At our Parent Council meetings, school data is discussed and needs are identified. Each year the Parent Councils use the data to write the Single Plan for Student Achievement, which outlines our plan for improving student achievement and what resources will be allocated for this purpose.

Data is also explained and publicized through our monthly newsletter.

4. **Sharing Success:**

We have shared our successes with our school community at every opportunity. The principal speaks frequently to parent groups, such as at PTA meetings and Council meetings, and shares our successes. We publish our successes in our monthly publication, The Hamlin Herald. We have our six Title 1 High Achieving Award plaques on display in the Main Office. Our successes have been published in our school board newsletter, the Galatzan Gazette, which is distributed to all parents. Staff have taken fliers to our neighboring businesses to inform them of our success as a High Achieving Title I School with an API of 887. We are in the process of developing a website, which will distribute our successful story to a wide audience.

Should we be awarded the Blue Ribbon School status, we will work with our district to publicize our success in the local newspapers. Our superintendent will also communicate our success to other schools.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

For English Language Arts, we use the research based Open Court 2000 series, which is published by SRA/McGraw Hill. Most of the direct instruction is delivered whole class with the teacher pulling students based on need into small groups for differentiation and intervention. This series has a separate component which addresses the needs of English Language Learners.

Students are engaged with significant content based on high standards in several ways. At every grade level the lessons, which are organized into learning units, are integrated through extensive reading, writing, and discussion. Each selection in a unit adds more information or a different perspective to the students' growing knowledge of a theme or concept.

The program contains two kinds of units: reflection units and inquiry units. Reflection units allow students to expand their perspectives on universal themes such as kindness, courage, perseverance, and friendship by relating what they read to their own experiences. Inquiry units involve students in the research process, giving them the tools they need to discover and learn on their own and as part of a collaborative group. Inquiry activities provide students with a systematic structure for exploration that is driven by their own interests and conjectures.

One of the primary goals of our English Language Arts program is to help students form a community of learners. To do this, sharing information is essential. Teachers use Concept/Question Board, which is a bulletin board or chart, in which students can share their growing knowledge about a unit theme or concept by posting on the Board newspaper clippings, magazine articles, information taken from the Internet, etc. As the class progresses through a unit, the Board serves as the place where common interests become evident. As these interests emerge, the students can use them as the basis for forming collaborative groups to explore ideas in greater depth. In addition, the Board gives students an outlet for questions that arise as they read on their own. The questions can be written directly on a sheet of paper attached to the Board. The Concept/Question Board lets students know that questions are not problems but a way of learning. Questions thus become a springboard to further exploration. Collaborative groups can be formed around common questions.

Our Mathematics program is Harcourt Mathematics. Problem solving is the focus of our instruction. This includes multi-step, non-routine, and real-world problems. Instruction is delivered by the teacher first introducing a topic by accessing prior knowledge, reviewing prerequisite skills, setting a purpose for learning, and introducing vocabulary. The teacher then uses concrete experiences to promote reasoning and provide for conceptual development. Problem-solving strategies and computational procedures are taught via step-by-step, direct instruction. Daily practice is essential for conceptual development, computational proficiency, and development of reasoning and problem-solving strategies. Assessment in every lesson helps students summarize their learning and check their progress. It helps teachers bring closure to the lesson, make critical decisions about future instruction, and provide appropriate interventions for individual students.

Our Science curriculum is focused around FOSS California, which is a complete, modular, research-based science program for teaching science in interesting and engaging ways. Based on cognitive research about how children think and learn, we use an active learning approach. Students assume the role of scientists by making observations, asking questions, making predictions, collaborating and communicating with peers, and conducting experiments to test ideas and verify results. Following the active investigations, students apply and reinforce what they have learned through reading and writing. Each grade level has three Units covering Physical Science, Life Science, and Earth Science.

Instruction in visual and performing arts is facilitated through the Arts Program Schools program, which is a California grant. Our visual arts, dance, and theatre teachers, each rotate to our school every twelve weeks. Our music teacher provides instruction one day per week for the entire school year. We have scheduled our arts teachers so every classroom receives instruction in at least one area each school year and will receive instruction in each over a two year period.

2a. **(Elementary Schools) Reading:**

Los Angeles Unified has adopted Open Court, which is published by SRA/McGraw-Hill, as our English Language Arts program. This series was chosen because it is a research-based program with an approach to initial reading instruction that relies on the explicit teaching of sounds, on the blending of sounds into words, and on the leverage of using this knowledge for reading and writing. Open Court Reading also develops explicit instruction of and modeling of comprehension strategies and skills. The program begins by building a solid foundation in phonemic awareness, print awareness and an understanding of the alphabetic principal. We build on this foundation by providing many opportunities for real reading, even after students have only learned a few sounds. Every lesson throughout the program emphasizes the combination of reading skills, comprehension, and learning so that students acquire the tools they need to read and then to learn from what they read.

Spelling is addressed through the process of teaching students to recognize the spellings of the different speech sounds of the language and then teaching students to listen to the sounds of the language and then assigning the appropriate symbols to those sounds. Students must first hear the individual sounds associated, associate those sounds with specific spelling patterns, and then produce the written symbol that represents the sounds.

In the area of reading comprehension, research has shown that students do not develop comprehension strategies on their own and so these strategies are explicitly taught and modeled. These strategies are modeled after how good readers continually respond to the text and self check to make sure they understand. These strategies include ask questions, clarify, make connections, make predictions, summarize and visualize. Instruction builds and supports the development of critical metacognitive strategies through teacher modeling and by demonstrating behaviors and strategies used by expert readers.

3. **Additional Curriculum Area:**

At Hamlin Street School science instruction is evident in every classroom. Based on cognitive research about how children think and learn, we use an active learning teaching approach. Students assume the role of scientist as they learn about the scientific method by making observations, asking questions, making predictions, collaborating and communicating with peers, and conducting experiments to test their ideas and to verify results. Following these active investigations, our Hamlin students apply and reinforce the concepts they have learned through reading and writing. Students read a variety of books on their topics of study and they do additional research using technology to expand their knowledge. Teachers integrate writing into science through student made poems, books and reports. Art is threaded into science with student murals and paintings. Our students are excited, motivated, and anxious to learn more.

We use the FOSS California series, which is a standards-based program that aligns completely with the Science Content Standards for California Public Schools and the Science Framework for California. The approach is developmentally appropriate curriculum that provides multiple exposures to all California Science content standards for in-depth student learning. We have written and received several grants, including a grant which enables us to integrate gardening into our science instruction. As a staff, we have traced the standards across grade levels so teachers have an understanding of how the concepts build from year to year.

4. **Instructional Methods:**

At Hamlin, our teachers are passionate about student learning and we have a strong belief that all students can learn. We work hard to ensure that each student has access to their grade level curriculum. Our goal is that all students have opportunities to develop and to demonstrate their individual strengths, talents, and abilities.

At Hamlin, differentiation and intervention is evident in every classroom. Approximately twenty-one percent of our student body is learning English as a second language. Our teachers provide daily English Language Development (ELD) during which students are grouped according to their level of proficiency and teachers design instruction based on specific needs. We are trained in the use of specific ELD strategies which give teachers many tools to use as they work to meet the students' educational needs across the curriculum. Also, twenty-six percent of our students have identified learning disabilities. During direct instruction, teachers use regalia and other visual aides to ensure that all children have opportunities to learn and to connect their new learning to their previous experiences. Teachers use auditory, visual, and kinesthetic modes to meet the needs of all learning styles. To aide differentiation, before the lesson, teachers will pull small groups of students to front-load vocabulary and concepts for students needing additional support. They provide follow-up activities which reteach and reinforce important skills and concepts for children who need an "extra scoop" of instruction. Paraprofessionals, parent and community volunteers work with students in the classroom to provide additional differentiation.

We have a Learning Center in which a credentialed teacher and a paraprofessional facilitates added differentiation to children who need additional help outside of the classroom.

We also provide after school intervention in English Language Arts, Mathematics, and English Language Development. Targeted children are grouped according to need. Teachers and paraprofessionals work with small groups to reinforce specific skills and concepts.

5. **Professional Development:**

As a High Achieving Title One school for six consecutive years, we know the importance of Professional Development, which serves many purposes. At Hamlin, we use Professional Development as a means for examining and discussing our current teaching strategies and practices in light of student data and levels of student achievement. We also use Professional Development to keep us current on research related to learning, to provide teachers an opportunity to examine best practices and sharing ideas, and also to build our common understandings and agreements as to what instruction should look like in our classrooms. Our Professional Development is two fold: grade level meetings and sessions designed for the whole staff.

Each grade level meets once a week for the purposes of common planning in our core subject areas, for examining student data in either English Language Arts or Mathematics, or for group examining and scoring of student work. We have found that these practices to be extremely beneficial as teachers plan differentiation of lessons to meet student needs and as they work together to build common understandings.

Our Professional Development which is provided to the staff as a whole has been focused around the area of writing for the last two years. We have systematically implemented a writing program based on teacher modeling, discussion, and feedback. Typically, our teachers sit with their grade level partners as we discuss various aspects of the writing process. We examine student writing samples to see where weaknesses are and how they can be addressed in the classroom. Teachers will also work across grade levels to trace key writing standards from kindergarten levels up through the fifth grade.

Another aspect of Professional Development has been focused on the use of technology in the classroom. Teachers are developing their skills in the use of Power Point, Excel, LCD Projectors, document cameras, and video streaming.

6. **School Leadership:**

One of the key reasons that Hamlin Street School has been so successful is the cohesiveness of the staff. There is a common passion for student achievement that drives all of our decisions, whether we are discussing decisions regarding budget, policies, schedules, or resources. When we talk about leadership, we have truly implemented a shared leadership model based on a common vision. As a relatively small school with twenty teachers, the principal will facilitate many decisions being made through consensus of the entire staff. The principal also works closely with the teachers' union representative, who is also the Lead Teacher. Every grade level chooses a Grade Level Chairperson, who will communicate with teachers regarding supply requests, specific grade level projects, or other needs.

Our Leadership Council, which includes representatives from all stakeholders, meets regularly to make decisions regarding various budgets, scheduling, and use of specific school equipment.

All stakeholders are also represented on our School Site Council, which is the decision making council for programs and budget related to categorical money. This council meets monthly and is responsible for writing our Single Plan for Student Achievement, a document which outlines our plan for how best to use our resources to increase the achievement of all students. Together this council also discusses and plans strategies to increase parent involvement. As a Title One school with a large population of English Language Learners, we also have advisory parent councils which represent those subgroups.

In addition, Hamlin has individual teachers who have taken on other leadership roles, including Science Lead Teacher, Trainer of Trainers for Write from the Beginning, Gifted Coordinator, Title One Coordinator, Master Plan Coordinator, Technology Committee, Literacy and Math Coaches, and our Resource Teachers who runs our Learning Center.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: California Standards Test

Edition/Publication Year: 2008/07/06/05/04 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Scores above 350	91	86	92	89	69
Scores above 430	62	58	59	54	38
Number of students tested	42	57	54	69	68
Percent of total students tested	88	95	95	100	94
Number of students alternatively assessed	6	3	3	2	4
Percent of students alternatively assessed	12	5	5	100	6
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Scores above 350	94	77	76	85	59
Scores above 430	56	54	38	38	26
Number of students tested	16	26	24	32	42
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Scores above 350	93	70	80	83	
Scores above 430	50	25	55	43	
Number of students tested	14	20	20	30	
3. (specify subgroup): White					
Scores above 350	94	87	100	91	
Scores above 430	65	61	65	59	
Number of students tested	17	23	20	22	
4. (specify subgroup): Black or African American					
Scores above 350					
Scores above 430					
Number of students tested					

Notes:

Racial/Ethnic Group Data was not made available for 2003-2004.

Alternate assessment was CAPA.

Subject: Reading Grade: 2 Test: California Standards Test
Edition/Publication Year: 2008/07/06/05/04 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Scores above 350	81	79	78	71	57
Scores above 430	38	47	35	29	16
Number of students tested	42	57	54	69	68
Percent of total students tested	88	95	95	97	94
Number of students alternatively assessed	6	3	3	2	4
Percent of students alternatively assessed	12	5	5	3	6
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Scores above 350	69	77	76	60	45
Scores above 430	19	35	38	13	7
Number of students tested	16	26	24	32	42
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Scores between 350-429	71	70	75	57	
Scores above 430	21	25	30	17	
Number of students tested	14	20	20	30	
3. (specify subgroup): White					
Scores above 350	88	87	75	72	
Scores above 430	59	61	45	27	
Number of students tested	17	23	20	22	
4. (specify subgroup): Black or African American					
Scores above 350					
Scores above 430					
Number of students tested					

Notes:

Racial/Ethnic Group Data was not made available for 2003-2004.

Alternate assessment was CAPA.

Subject: Mathematics Grade: 3 Test: California Standards Test
Edition/Publication Year: 2008/07/06/05/04 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Scores above 350	87	67	82	60	57
Scores above 430	71	52	53	39	25
Number of students tested	55	52	59	66	63
Percent of total students tested	95	95	95	94	97
Number of students alternatively assessed	3	3	3	4	2
Percent of students alternatively assessed	5	5	5	6	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Scores above 350	81	73	87	54	48
Scores above 430	62	52	58	36	17
Number of students tested	26	29	24	44	29
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Scores above 350	75	67	75	39	
Scores above 430	60	43	46	22	
Number of students tested	20	21	24	36	
3. (specify subgroup): White					
Scores above 350	99	67	45	89	
Scores above 430	90	61	15	65	
Number of students tested	21	18	20	17	
4. (specify subgroup): Black or African American					
Scores above 350					
Scores above 430					
Number of students tested					

Notes:

Racial/Ethnic Group Data was not made available for 2003-2004.

Alternate assessment was CAPA.

Subject: Reading Grade: 3 Test: California Standards Test

Edition/Publication Year: 2008/07/06/05/04 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Scores above 350	67	44	44	37	41
Scores above 430	29	21	19	11	14
Number of students tested	55	52	59	66	63
Percent of total students tested	95	95	95	94	97
Number of students alternatively assessed	3	3	3	4	2
Percent of students alternatively assessed	5	5	5	6	3
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Scores above 350	61	38	42	32	28
Scores above 430	19	14	21	7	7
Number of students tested	26	29	24	44	29
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Scores above 350	55	38	38	14	
Scores above 430	15	14	17	0	
Number of students tested	20	21	24	36	
3. (specify subgroup): White					
Scores above 350	85	56	45	65	
Scores above 430	52	28	15	24	
Number of students tested	21	18	20	17	
4. (specify subgroup): Black or African American					
Scores above 350					
Scores above 430					
Number of students tested					

Notes:

Racial/Ethnic Group Data was not made available for 2003-2004.

Alternate assessment was CAPA.

Subject: Mathematics Grade: 4 Test: California Standards Test
Edition/Publication Year: 2008/07/06/05/04 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Scores above 350	80	83	59	69	58
Scores above 430	55	60	39	37	27
Number of students tested	56	53	59	60	62
Percent of total students tested	93	93	92	92	94
Number of students alternatively assessed	4	3	3	5	4
Percent of students alternatively assessed	7	5	5	8	6
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Scores above 350	68	82	50	73	49
Scores above 430	40	52	25	33	20
Number of students tested	25	27	36	30	41
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Scores above 350	59	73	47	77	
Scores above 430	47	55	22	32	
Number of students tested	17	22	32	22	
3. (specify subgroup): White					
Scores above 350	86	94	75	72	
Scores above 430	59	59	50	44	
Number of students tested	22	17	12	18	
4. (specify subgroup): Black or African American					
Scores above 350					
Scores above 430					
Number of students tested					

Notes:

Racial/Ethnic Group Data was not made available for 2003-2004.

Alternate assessment was CAPA

Subject: Reading Grade: 4 Test: California Standards Test

Edition/Publication Year: 2008/07/06/05/04 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Scores above 350	68	77	53	46	37
Scores above 430	39	37	31	23	13
Number of students tested	56	53	60	60	62
Percent of total students tested	93	93	94	92	94
Number of students alternatively assessed	4	3	3	5	4
Percent of students alternatively assessed	7	5	5	8	6
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Scores above 350	80	74	39	44	30
Scores above 430	48	37	17	17	10
Number of students tested	31	27	36	30	41
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Scores above 350	59	68	41	41	
Scores above 430	18	41	16	18	
Number of students tested	17	22	32	22	
3. (specify subgroup): White					
Scores above 350	73	82	75	61	
Scores above 430	50	35	50	39	
Number of students tested	22	17	12	18	
4. (specify subgroup): Black or African American					
Scores above 350	70				
Scores above 430	50				
Number of students tested	10				

Notes:

Racial/Ethnic Group Data was not made available for 2003-2004.

Alternate assessment was CAPA

Subject: Mathematics Grade: 5 Test: California Standards Test
Edition/Publication Year: 2008/07/06/05/04 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Scores above 350	71	62	68	59	36
Scores above 430	32	28	34	26	5
Number of students tested	59	58	56	61	55
Percent of total students tested	95	97	93	94	95
Number of students alternatively assessed	3	3	4	4	3
Percent of students alternatively assessed	5	2	7	6	5
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Scores above 350	60	56	63	54	24
Scores above 430	23	23	30	11	7
Number of students tested	30	43	27	37	29
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Scores above 350	66	48	81	50	
Scores above 430	33	13	36	6	
Number of students tested	24	31	22	34	
3. (specify subgroup): White					
Scores above 350	70	79	59	91	
Scores above 430	29	29	24	73	
Number of students tested	17	14	17	11	
4. (specify subgroup): Black or African American					
Scores above 350			50		
Scores above 430			20		
Number of students tested			10		

Notes:

Racial/Ethnic Group Data was not made available for 2003-2004.

Alternate assessment was CAPA

Subject: Reading Grade: 5 Test: California Standards Test

Edition/Publication Year: 2008/07/06/05/04 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Scores above 350	56	52	46	38	48
Scores above 430	25	21	14	13	13
Number of students tested	59	58	56	61	55
Percent of total students tested	95	97	93	94	95
Number of students alternatively assessed	5	2	4	4	3
Percent of students alternatively assessed	8	3	7	6	5
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Scores above 350	43	42	30	27	35
Scores above 430	20	14	4	0	7
Number of students tested	30	43	27	37	29
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Scores above 350	54	35	46	29	
Scores above 430	33	3	5	0	
Number of students tested	24	31	22	34	
3. (specify subgroup): White					
Scores above 350	71	79	53	72	
Scores above 430	18	36	24	45	
Number of students tested	17	14	17	11	
4. (specify subgroup): Black or African American					
Scores above 350			30		
Scores above 430			0		
Number of students tested			10		

Notes:

Racial/Ethnic Group Data was not made available for 2003-2004.

Alternate assessment was CAPA